CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: Week of 2/1/2016

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.**   1. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches. 2. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud. 3. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. 4. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.   **SS8E1 Give examples of the kinds of goods and services produced in Georgia in different historical periods.**  **SS8E2 Explain the benefits of free trade.**   1. Describe how Georgians have engaged in trade in different historical time periods.   Vocabulary   1. Antebellum 2. States’ rights 3. Nullification 4. Missouri Compromise 5. Free state 6. Slave state 7. Compromise of 1850 8. Fugitive Slave Act 9. Georgia Platform 10. Kansas-Nebraska Act 11. Popular sovereignty 12. Secession 13. Alexander Stephens 14. Dred Scott Case (1857) 15. Election of 1860 16. Antietam (battle of) 17. Emancipation Proclamation 18. Gettysburg (battle of) 19. Chickamauga (battle of) 20. Union blockade of Georgia's coast 21. William T. Sherman 22. Sherman's Atlanta Campaign 23. Sherman's March to the Sea 24. Andersonville 25. Election of 1860 26. Battle of Chickamauga 27. Battle of Fort Pulaski 28. Ironclads 29. Reconstruction 30. Freedmen's Bureau 31. sharecropping 32. tenant farming 33. Reconstruction plans 34. 13th  Amendment 35. 14th Amendment 36. 15th Amendment 37. Henry McNeal Turner 38. Black Legislators   **Benchmark Review Standards:**  **Student reflections of the semester and introduction to the next semester’s information.** | *Monday-Friday*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * What is the role of social institutions (e.g., religion, education, technology) in the development of a region? (H5a) * What role did the establishment of the University of Georgia, Louisville, the spread of Baptist and Methodist churches play in Georgia’s growth? (H5a)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * How do political policies influence growth and development? (H5b) * What are the differences between the headright system and the land lottery system of land distribution and how did each impact the growth of Georgia? (H5b) * What was the Yazoo Land Fraud and how did it change Georgia’s boundaries? (H5b)   **EU/EQ- Technological Innovation: Technological innovations have consequences, both intended and unintended, for a society.**  **EU/EQ- Production, Distribution, Consumption: EU- The production, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * How did the invention of the Cotton Gin impact Georgia’s economy and population? H5c, E1,2 * How did the growth of railroads influence Georgia’s growth? H5c, E1,2   **EU/EQ- Conflict and Change: When there is a conflict between or within societies, change is the result.**   * How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**  What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5-20 minutes | **Get started/Drill/Do Now:**  Monday*-Assessment*  *Tues/Wed: H5c: Railroads(CLEAR)*  *Thurs/Fri-Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth. (CLEAR)* | **Summarize (quick write)** |
| 15-20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Monday*-Assessment*  *Tues/Wed: Juvenile Justice Video and questions/Introduction to Juv. Just*  *Thurs/Fri-Reflections from the semester; introduction to Q4 and working on DBQ’s* | **Review Questions** |
| 15-20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  Monday*-Assessment*  *Tues/Wed: H5d: Reviewing Impact of Native American History and removal*  *Thurs/Friday: H5d Notes, Video, Think Pair Share and Class discussion on Standard*  Elements (see below)   1. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. 2. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears. | **Review Questions** |
| 15-20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Monday*-Assessment*  *Tues/Wed: Complete Mini Activity and Activity on Native American Removal (homework)*  *Thurs/Fri-Complete Activities based on Standard SS8H5 d* | **Review Questions**  **Oral Assessment** |
| 10-15 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Complete small group activities | **Review Questions**  **Oral Assessment** |
| 5-10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **TOD based on CRCT textbook questions** | **Summary** |
| 5-10 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  *Classroom discussion and reflection* | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Textbook Correlation:**  pp. 128, 139, 178, 185-188, 242  [New Georgia Encyclopedia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2762)   * [University of Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/Education/HigherandPostsecondaryEducation/PublicHigherEducation/ResearchInstitutions&id=h-1059) * [Abraham Baldwin](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2710) * [Louisville](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2762) * [Baptist Overview](http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/Religion/FaithsDenominations/Christianity/Baptist&id=h-2923) * [Methodist Overview](http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/Religion/FaithsDenominations/Christianity/Methodist&id=h-3159) * [Historic Downtown Louisville](http://www.ourlouisville.com/History.htm) * [Revivals and Camp Meetings](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-759)   [Georgia Archives- The Capitalization of Georgia](http://sos.georgia.gov/archives/state_capitol/capitolguide/handout21.htm) |
| **Text book Correlation:**  p. 177-178, 184  GCEE Georgia Economic History  [Lesson 5: “Land, Land Everywhere…How do I Get My Share?” Populating the Young State](file:///P:\_Individual%20Employee%20Folders\V_Printup\GCEE\8th%20Grade%20Economic%20History\Unit%204%20-%20Westward%20Movement\Lesson%205%20Expansion%20Land%20H5b.doc)  **New Georgia Encyclopedia**   * [Cherokee Removal](http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/AntebellumEra/Events-7&id=h-2722) * [Gold Rush](http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/AntebellumEra/Events-7&id=h-785) * [Land Lottery System](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3299&sug=y,) * [Yazoo Land Fraud](http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/Events-4&id=h-663) * [Image of the Burning of the Yazoo Act](http://georgiainfo.galileo.usg.edu/yazooburn.htm)   **Econ Ed Link**  [Lewis and Clark Barter with the Native Americans](http://www.econedlink.org/lessons/index.php?lesson=EM270&page=teacher) |
| **Portfolio Assessment- Eli’s Invention- Writing Prompt**  **Textbook Correlation**: pp. 180-182  **GCEE- Georgia Economic History**  [Lesson 6 - “All Progress is Precarious…”](P:\\_Individual Employee Folders\\V_Printup\\GCEE\\8th Grade Economic History\\Unit 4 - Westward Movement\\Lesson 6 Cotton Gin H5c.doc)  [The Growth of Georgia: 1790-1840](P:\\_Individual Employee Folders\\V_Printup\\GCEE\\8th Grade Economic History\\Unit 4 - Westward Movement\\Lesson 6 Cotton Gin H5c.doc)  **Georgia Stories**   * [Railroads Economic Boom (6:53)](http://www.gpb.org/georgiastories/stories/railroads_economic_boom) * [King Cotton and the Cotton Gin (5:35)](http://www.gpb.org/georgiastories/story/king_cotton_and_the_cotton_gin) * [Railroads and the New Georgia (8:15)](http://www.gpb.org/georgiastories/stories/railroads_and_the_new_georgia)   **New Georgia Encyclopedia**   * [Cotton Gins](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3216&sug=y) * [Eli Whitney in Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3497) * [Railroads](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1281&hl=y) * [Atlanta](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2207&hl=y)   <http://www.maritimeheritage.org/ports/usGeorgia.html> Short narrative explaining Georgia‟s exports throughout the mid 1800‟s. |
| **Textbook Correlation**  pp. 193, 195- 201  **Digital Resources**   * [*Civics On-Line* “Worcester vs. Georgia: 1832” (Text of Supreme Court Decision)](http://www.civics-online.org/library/formatted/texts/worcester.html) * [*The Cherokee Nation:* “Trail of Tears”](http://www.cherokee.org/AboutTheNation/History/TrailOfTears/Default.aspx) * [*The National Park Service* “Teaching with Historic Places Lesson Plans: The Trail of Tears and the Force Relocation of the Cherokee”](http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm) * [The Cherokee Nation and Removal](http://georgiahistory.com/education-outreach/for-educators/teaching-with-primary-sources/eighth-grade-georgia-studies-resources/chapter-9-the-cherokee-nation-and-removal/) **NEW!**   **Georgia Stories**   * [Story of Chief William McIntosh](http://www.gpb.org/georgiastories/story/story_of_chief_william_mcintosh) * [Sequoyah](http://www.gpb.org/georgiastories/stories/sequoyah) * [John Ross](http://www.gpb.org/georgiastories/stories/john_ross) * [Trail of Tears](http://www.gpb.org/georgiastories/story/trail_of_tears) * [Cherokee Myths and Legends](http://www.gpb.org/georgiastories/story/cherokee_myths_and_legends) * [Native Traditions, Past and Present](http://www.gpb.org/georgiastories/story/native_traditions_past_and_present)   **The New Georgia Encyclopedia**   * [Creek Indians](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-579&hl=y) * [Creek Indian Leaders](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2550) * [Cherokee Indians](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3539&hl=y) * [Chief Vann House](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2726) * [Alexander McGillivray](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-690) * [Treaty of New York](http://georgiainfo.galileo.usg.edu/newyork.htm) * [William McIntosh- Images](http://www.georgiaencyclopedia.org/nge/Multimedia.jsp?id=m-4691) * [William McIntosh Information](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3541) * [Sequoyah](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-618&hl=y) * [Cherokee Phoenix](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-611) * [John Ross](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2887) * [Gold Rush](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-785&hl=y) * [Worcester vs. Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2720)   [Cherokee Removal](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722) |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |